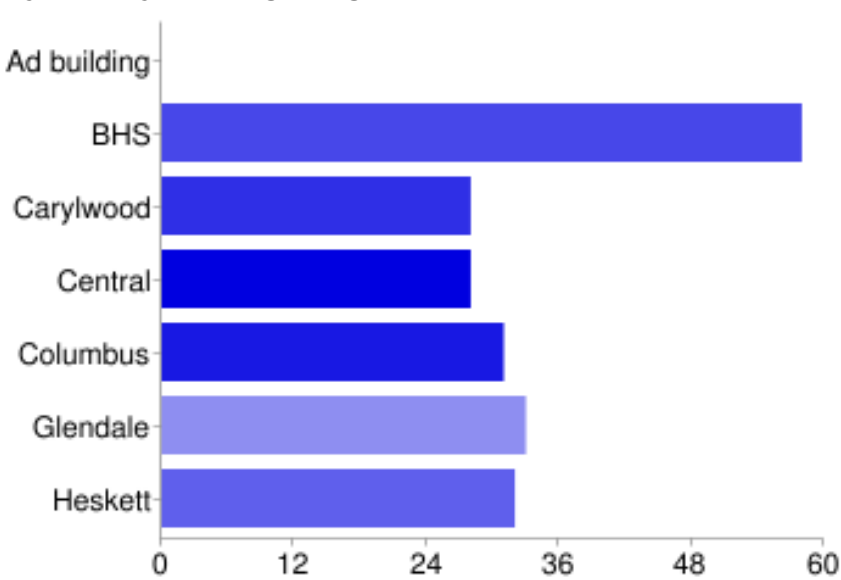


210 [responses](#)

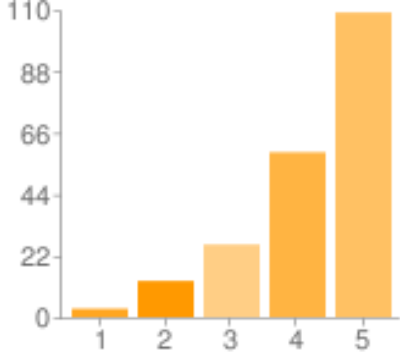
Summary [See complete responses](#)

My primary building assignment is...



Ad building	0	0%
BHS	58	28%
Carylwood	28	13%
Central	28	13%
Columbus	31	15%
Glendale	33	16%
Heskett	32	15%

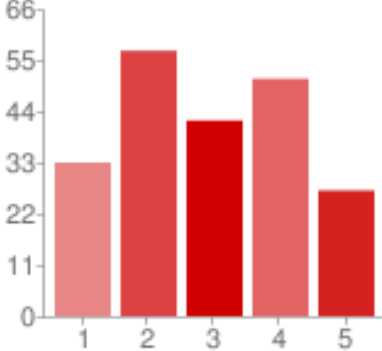
Covering the curriculum is my first priority and directs my teaching.



1 -Strongly disagree	3	1%
2	13	6%
3	26	12%
4	59	28%
5 -Strongly agree	109	52%

Strongly disagree Strongly agree

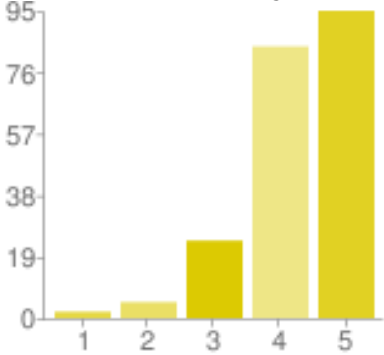
Learning goals remain the same for all students.



1 - Strongly disagree	33	16%
2	57	27%
3	42	20%
4	51	24%
5 - Strongly agree	27	13%

Strongly disagree Strongly agree

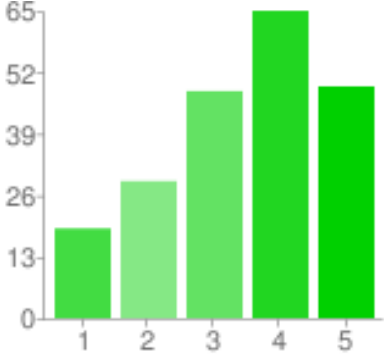
I emphasize mastery of content and skills.



Strongly disagree Strongly agree

1 - Strongly disagree	2	1%
2	5	2%
3	24	11%
4	84	40%
5 - Strongly agree	95	45%

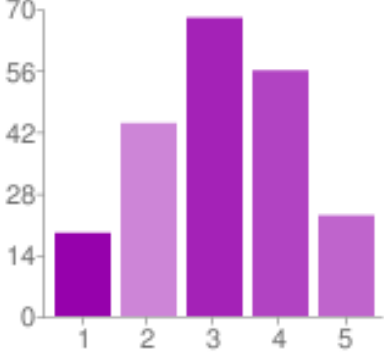
Students use the same informational resources (books, articles, websites).



Strongly disagree Strongly agree

1 - Strongly disagree	19	9%
2	29	14%
3	48	23%
4	65	31%
5 - Strongly agree	49	23%

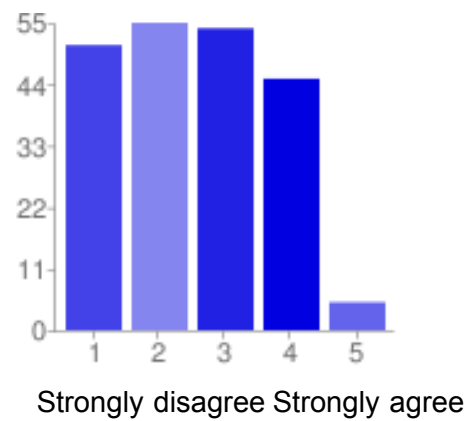
I primarily use whole-class instruction.



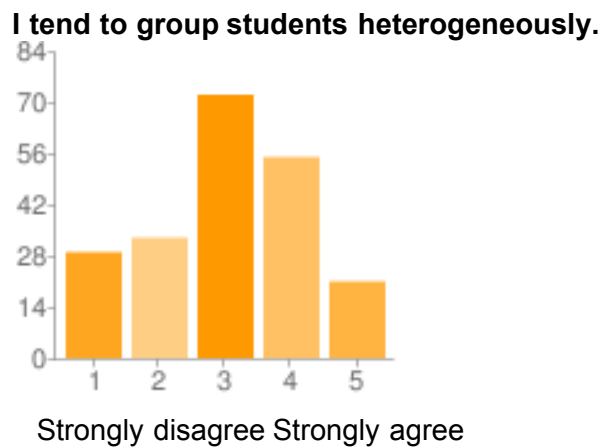
Strongly disagree Strongly agree

1 - Strongly disagree	19	9%
2	44	21%
3	68	32%
4	56	27%
5 - Strongly agree	23	11%

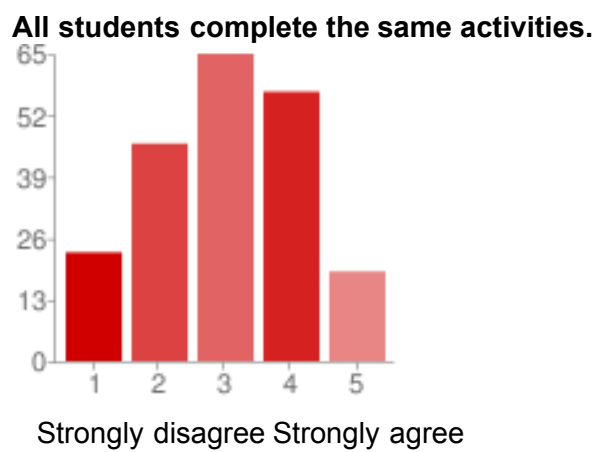
All students move through the curriculum together and at the same pace.



1 - Strongly disagree	51	24%
2	55	26%
3	54	26%
4	45	21%
5 - Strongly agree	5	2%

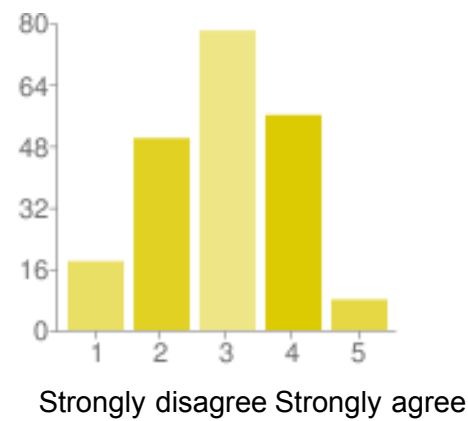


1 - Strongly disagree	29	14%
2	33	16%
3	72	34%
4	55	26%
5 - Strongly agree	21	10%



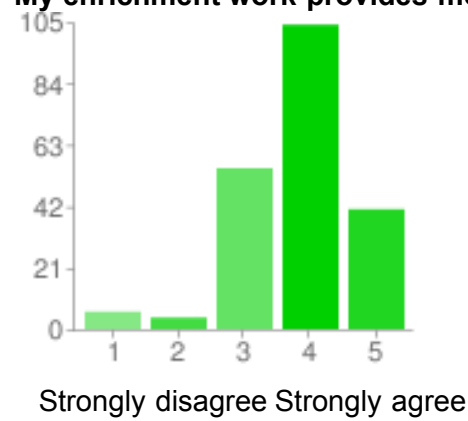
1 - Strongly disagree	23	11%
2	46	22%
3	65	31%
4	57	27%
5 - Strongly agree	19	9%

I tend to use similar instructional strategies day to day.



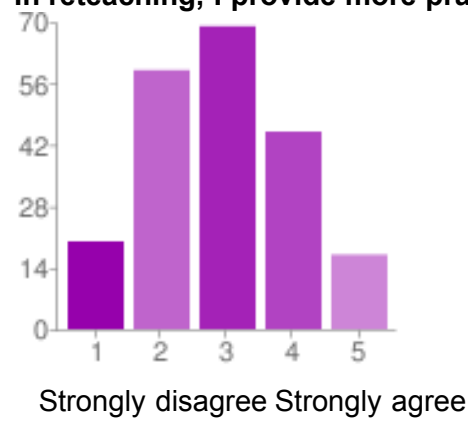
1 - Strongly disagree	18	9%
2	50	24%
3	78	37%
4	56	27%
5 - Strongly agree	8	4%

My enrichment work provides more content or more application of skills.



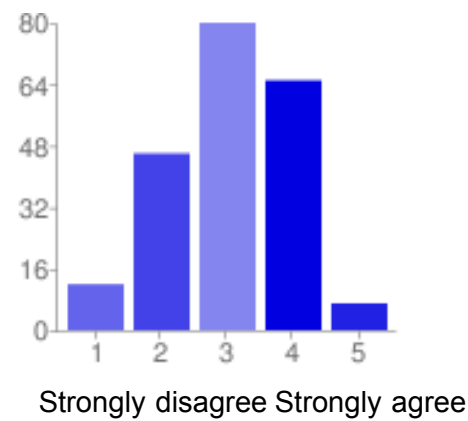
1 -Strongly disagree	6	3%
2	4	2%
3	55	26%
4	104	50%
5 -Strongly agree	41	20%

In reteaching, I provide more practice using a similar instructional method.



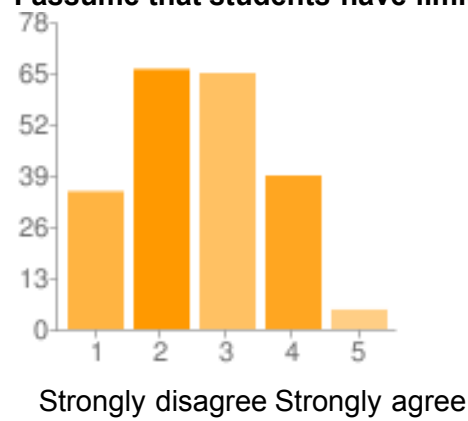
1 - Strongly disagree	20	10%
2	59	28%
3	69	33%
4	45	21%
5 - Strongly agree	17	8%

My reteaching activities typically involve lower-level thinking - knowledge and comprehension - to reinforce basic skills and content.



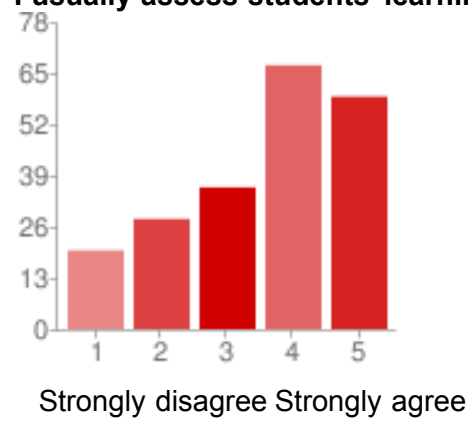
1 - Strongly disagree	12	6%
2	46	22%
3	80	38%
4	65	31%
5 - Strongly agree	7	3%

I assume that students have limited or no knowledge of curriculum content.



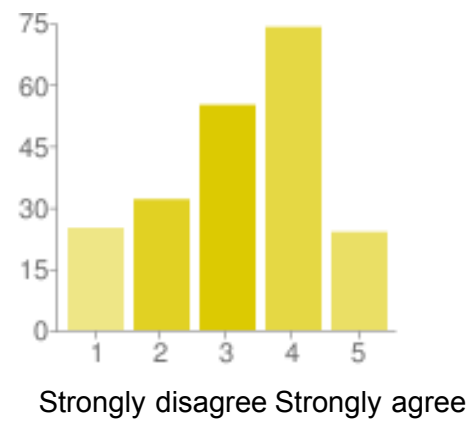
1 - Strongly disagree	35	17%
2	66	31%
3	65	31%
4	39	19%
5 - Strongly agree	5	2%

I usually assess students' learning at the end of an instructional sequence.



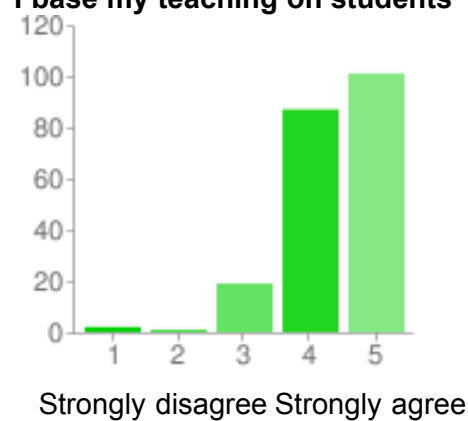
1 - Strongly disagree	20	10%
2	28	13%
3	36	17%
4	67	32%
5 - Strongly agree	59	28%

I typically use the same assessment tool, product, or project for all students.



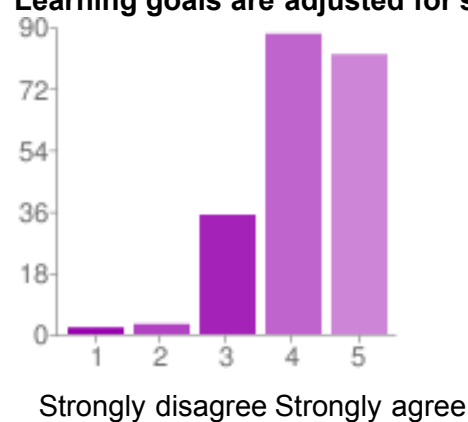
1 - Strongly disagree	25	12%
2	32	15%
3	55	26%
4	74	35%
5 - Strongly agree	24	11%

I base my teaching on students' learning needs as well as on the curriculum.



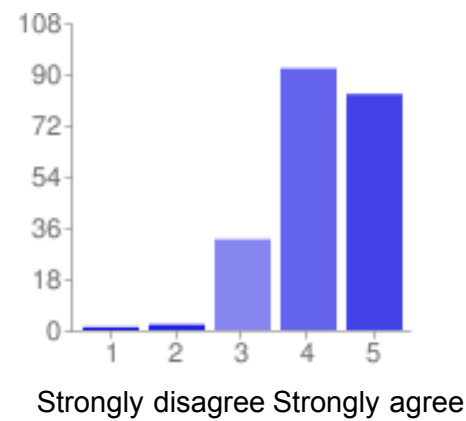
1 -Strongly disagree	2	1%
2	1	0%
3	19	9%
4	87	41%
5 -Strongly agree	101	48%

Learning goals are adjusted for students based on their needs.



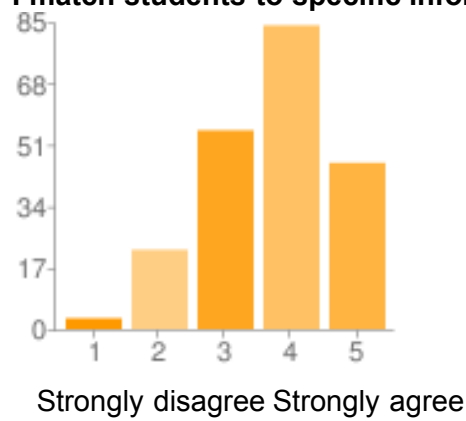
1 - Strongly disagree	2	1%
2	3	1%
3	35	17%
4	88	42%
5 - Strongly agree	82	39%

I emphasize critical and creative thinking and the application of learning.



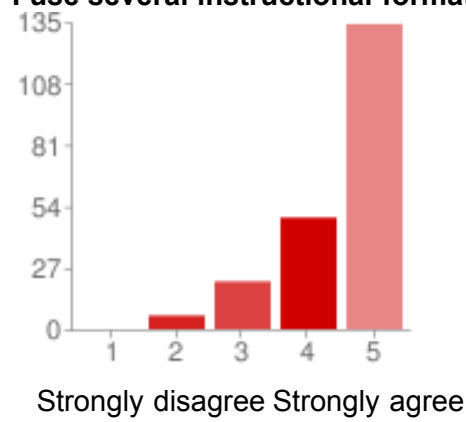
1 - Strongly disagree	1	0%
2	2	1%
3	32	15%
4	92	44%
5 - Strongly agree	83	40%

I match students to specific informational resources based on their learning needs and abilities.



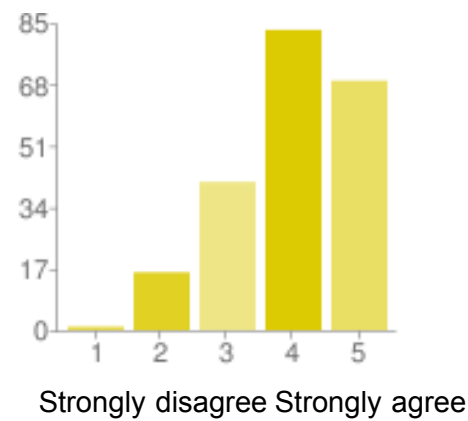
1 - Strongly disagree	3	1%
2	22	10%
3	55	26%
4	84	40%
5 - Strongly agree	46	22%

I use several instructional formats (for example, whole class, small groups, partners, individuals).



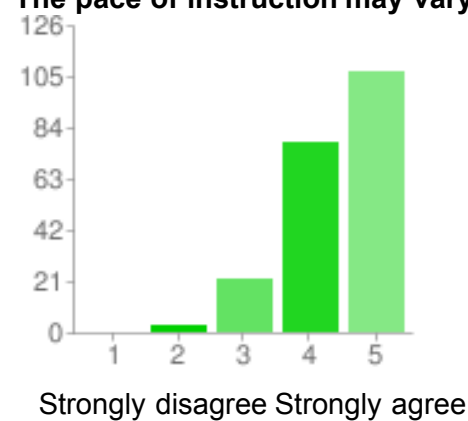
1 -Strongly disagree	0	0%
2	6	3%
3	21	10%
4	49	23%
5 -Strongly agree	134	64%

As appropriate, I group students for instruction based on their learning needs.



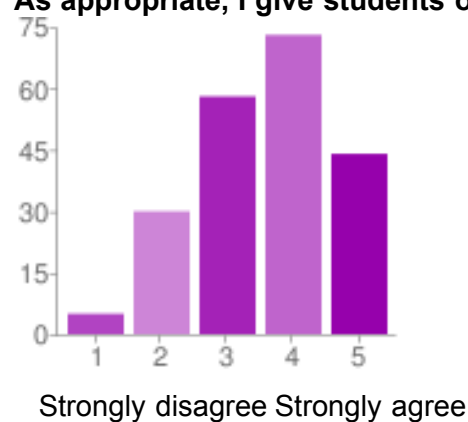
1 - Strongly disagree	1	0%
2	16	8%
3	41	20%
4	83	40%
5 - Strongly agree	69	33%

The pace of instruction may vary, based on students' learning needs.



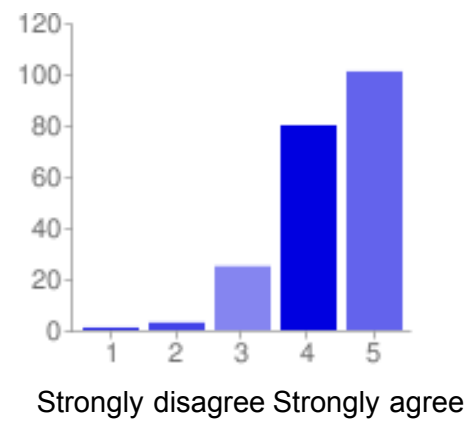
1 -Strongly disagree	0	0%
2	3	1%
3	22	10%
4	78	37%
5 -Strongly agree	107	51%

As appropriate, I give students opportunities to choose activities based on their interests.



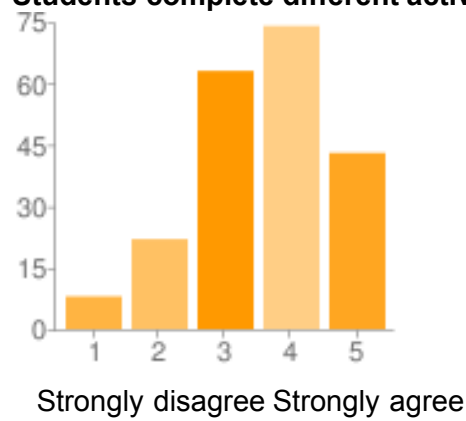
1 - Strongly disagree	5	2%
2	30	14%
3	58	28%
4	73	35%
5 - Strongly agree	44	21%

I use a variety of instructional strategies (for example, lectures, manipulatives, role plays, simulations, readings).



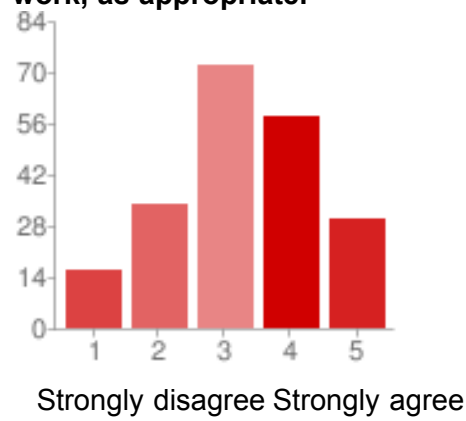
1 -Strongly disagree	1	0%
2	3	1%
3	25	12%
4	80	38%
5 -Strongly agree	101	48%

Students complete different activities based on their needs or learning differences.



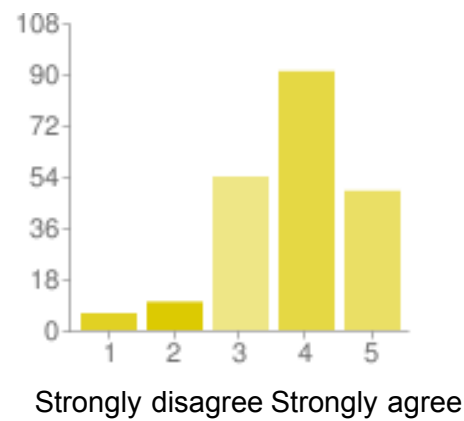
1 - Strongly disagree	8	4%
2	22	10%
3	63	30%
4	74	35%
5 - Strongly agree	43	20%

I use methods for testing out of work and for compacting (speeding up, eliminating, replacing) work, as appropriate.



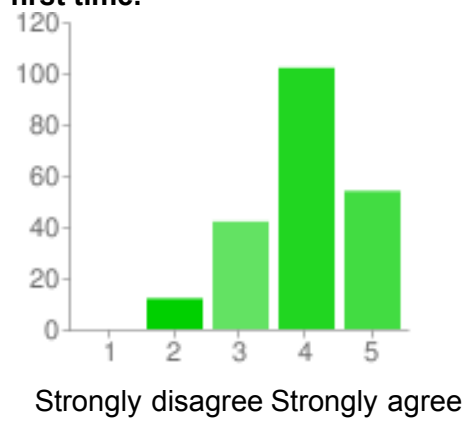
1 - Strongly disagree	16	8%
2	34	16%
3	72	34%
4	58	28%
5 - Strongly agree	30	14%

My enrichment work demands critical and/or creative thinking and the production of new ideas, thoughts, and perspectives.



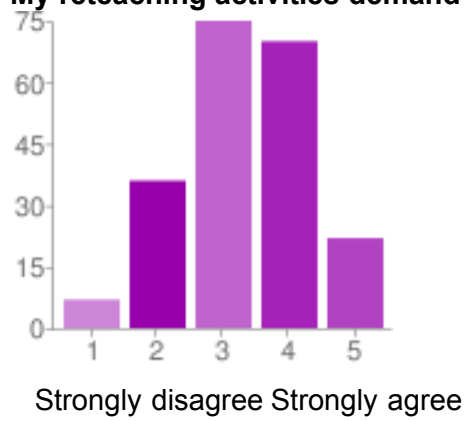
1 - Strongly disagree	6	3%
2	10	5%
3	54	26%
4	91	43%
5 - Strongly agree	49	23%

In reteaching, I use a different instructional method from the one I used to teach the material the first time.



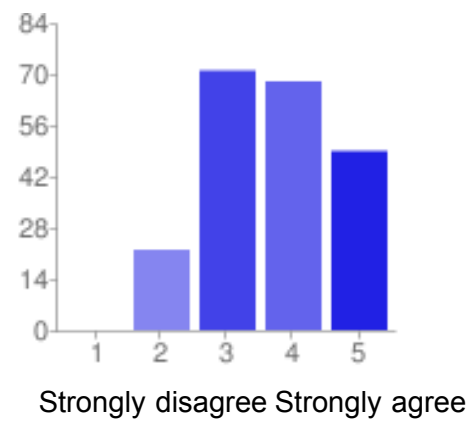
1 -Strongly disagree	0	0%
2	12	6%
3	42	20%
4	102	49%
5 -Strongly agree	54	26%

My reteaching activities demand higher-level thinking while reinforcing basic skills and content.



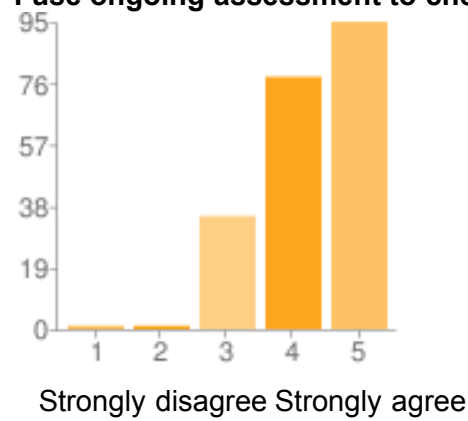
1 - Strongly disagree	7	3%
2	36	17%
3	75	36%
4	70	33%
5 - Strongly agree	22	10%

Before beginning a unit, I use preassessment strategies to determine what students already know.



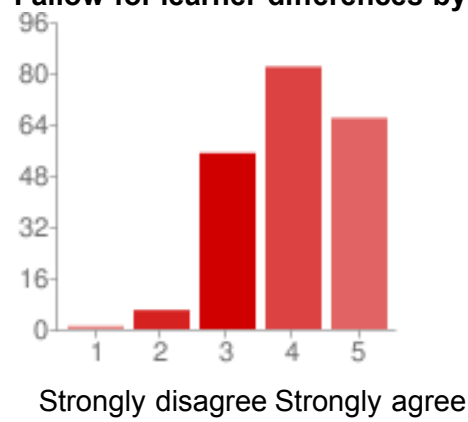
1 - Strongly disagree	0	0%
2	22	10%
3	71	34%
4	68	32%
5 - Strongly agree	49	23%

I use ongoing assessment to check students' learning throughout an instructional sequence.



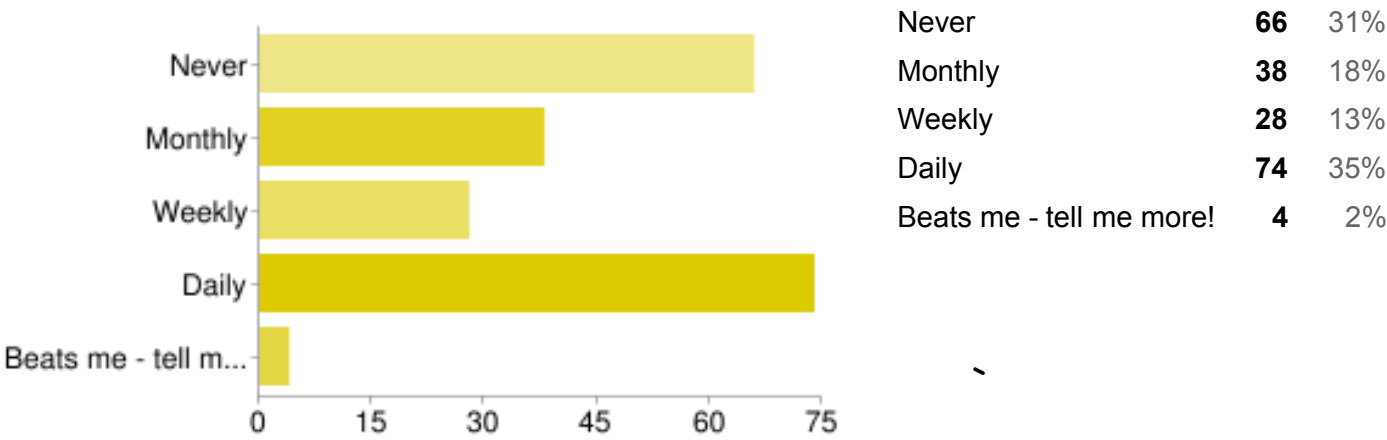
1 - Strongly disagree	1	0%
2	1	0%
3	35	17%
4	78	37%
5 - Strongly agree	95	45%

I allow for learner differences by providing a variety of ways to show learning.

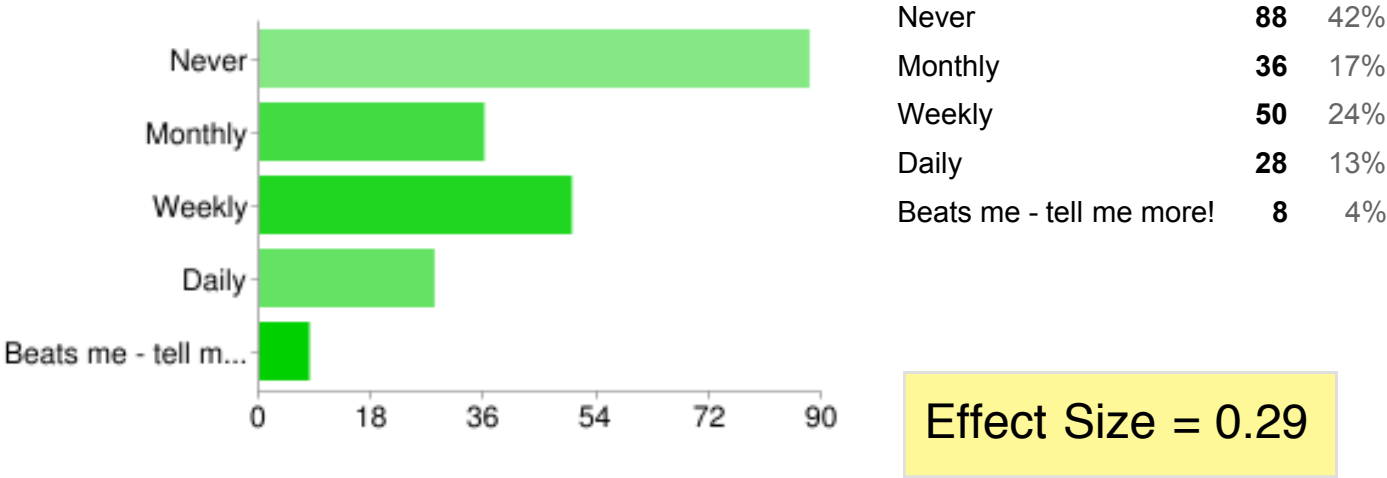


1 - Strongly disagree	1	0%
2	6	3%
3	55	26%
4	82	39%
5 - Strongly agree	66	31%

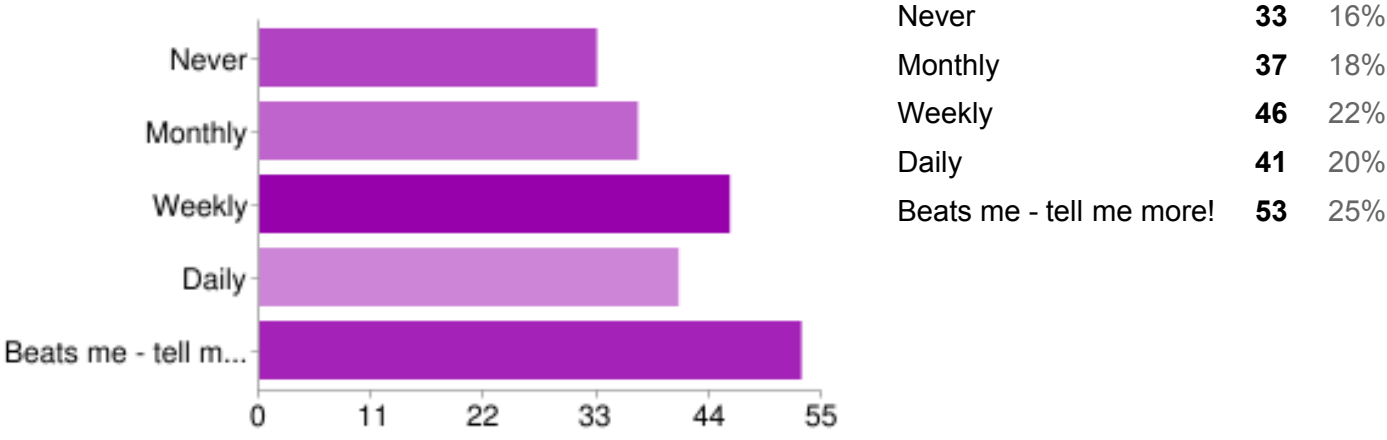
Please indicate how often you use the following differentiation strategies in your classroom. - Choices of books



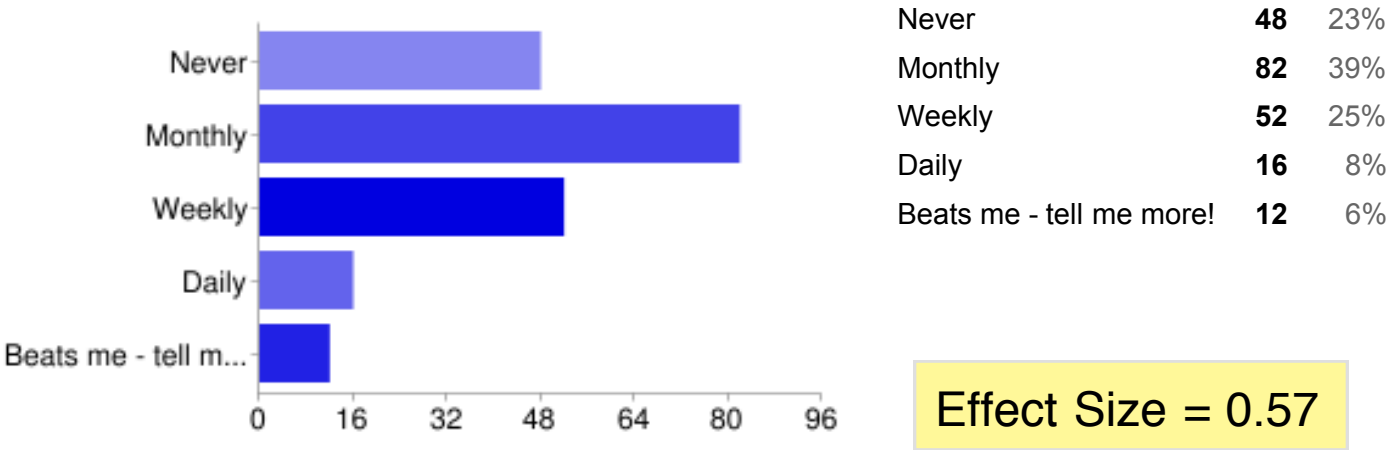
Please indicate how often you use the following differentiation strategies in your classroom. - Homework option



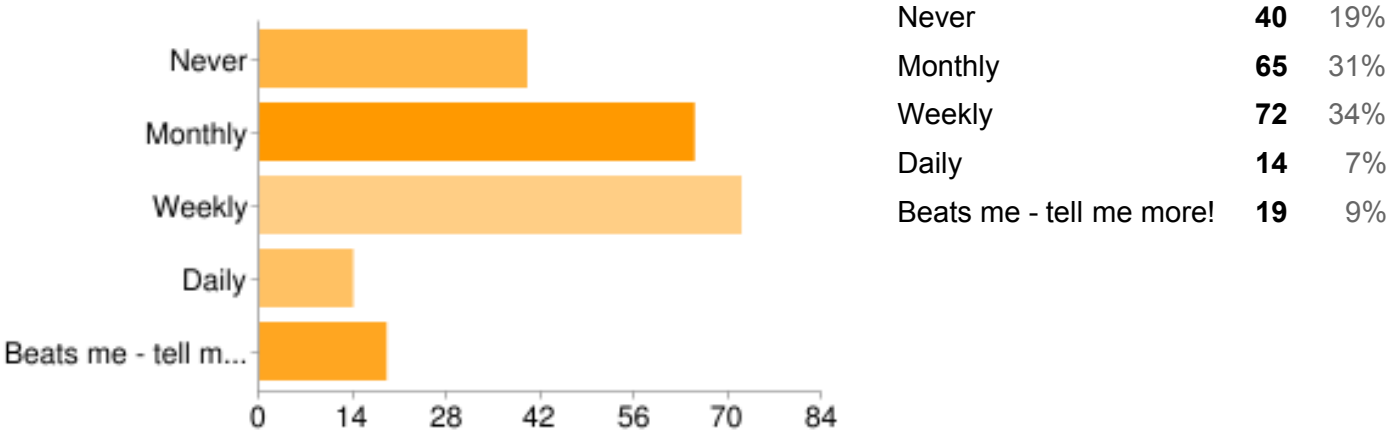
Please indicate how often you use the following differentiation strategies in your classroom. - Varied pacing with anchor options



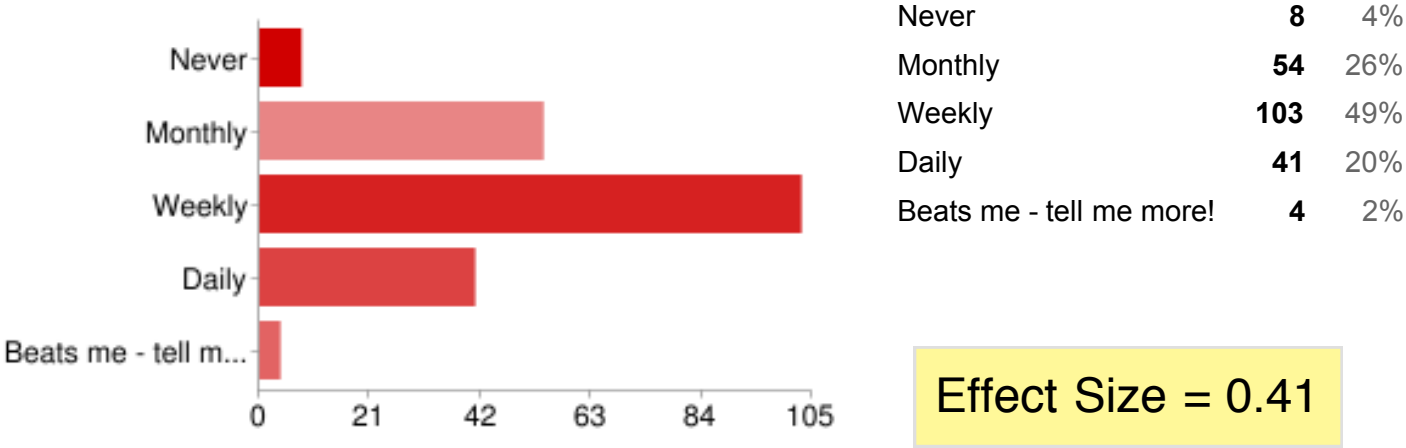
Please indicate how often you use the following differentiation strategies in your classroom. - Student-teacher goal setting



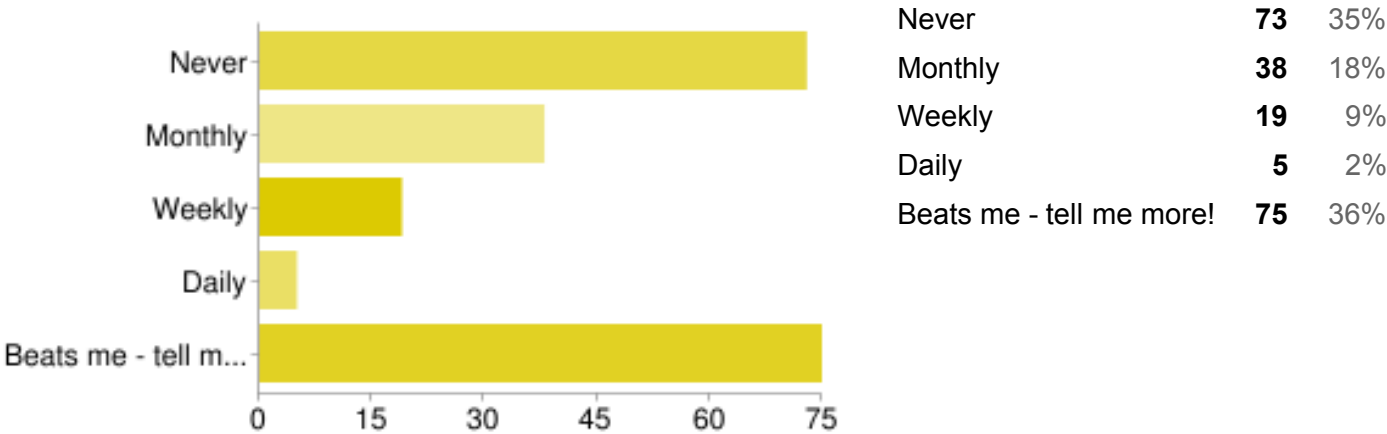
Please indicate how often you use the following differentiation strategies in your classroom. - Think-Pair-Share by readiness, interest, learning profile



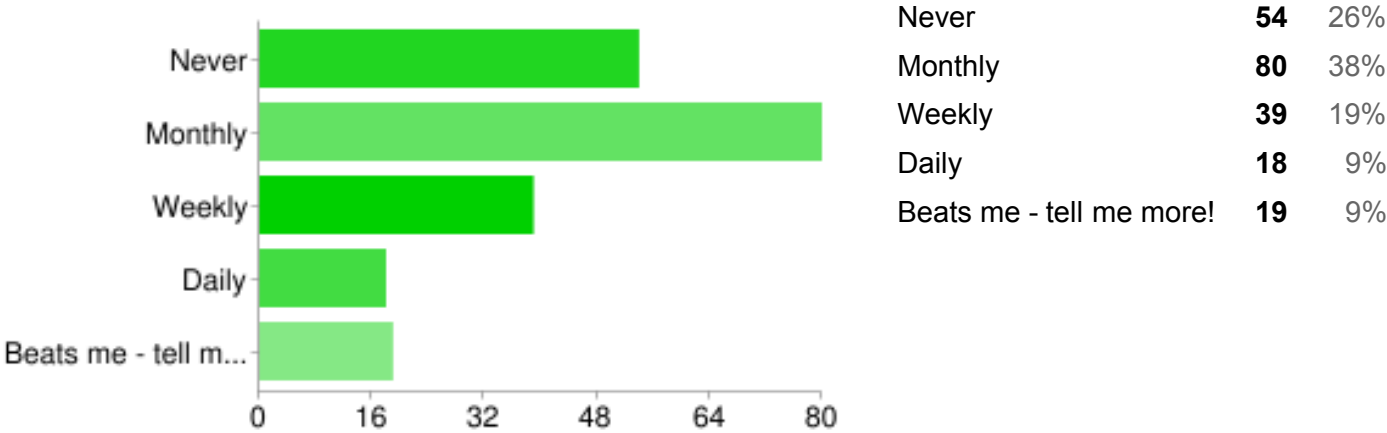
Please indicate how often you use the following differentiation strategies in your classroom. - Cooperative groups



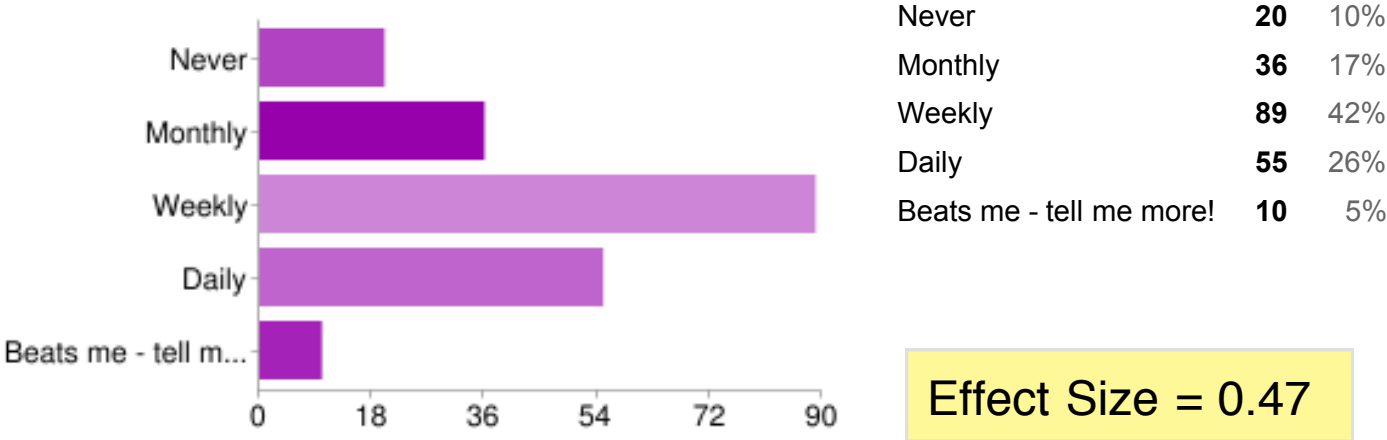
Please indicate how often you use the following differentiation strategies in your classroom. - Jigsaw



Please indicate how often you use the following differentiation strategies in your classroom. - Explorations by interest

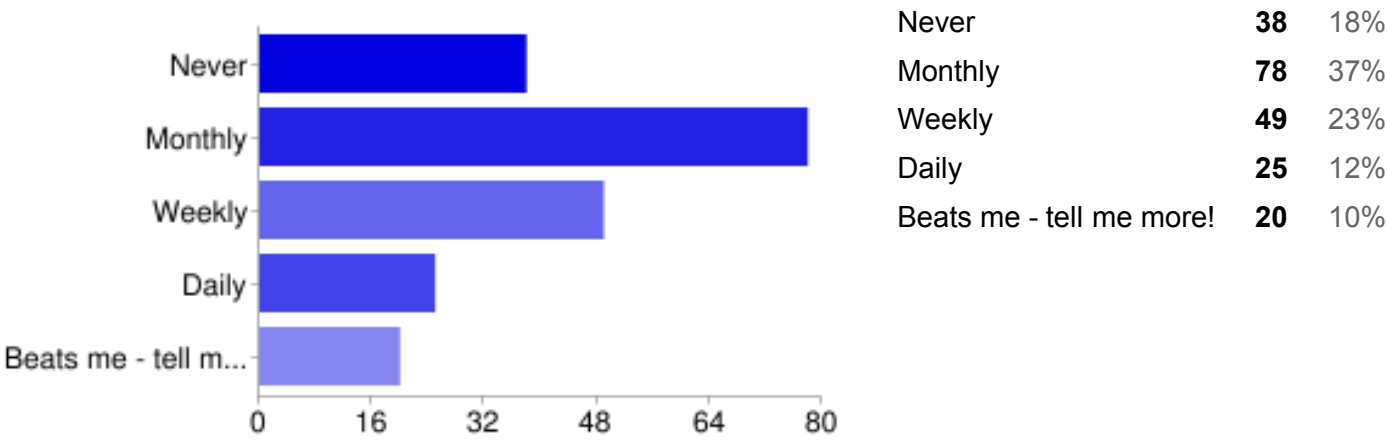


Please indicate how often you use the following differentiation strategies in your classroom. - Multiple level questions

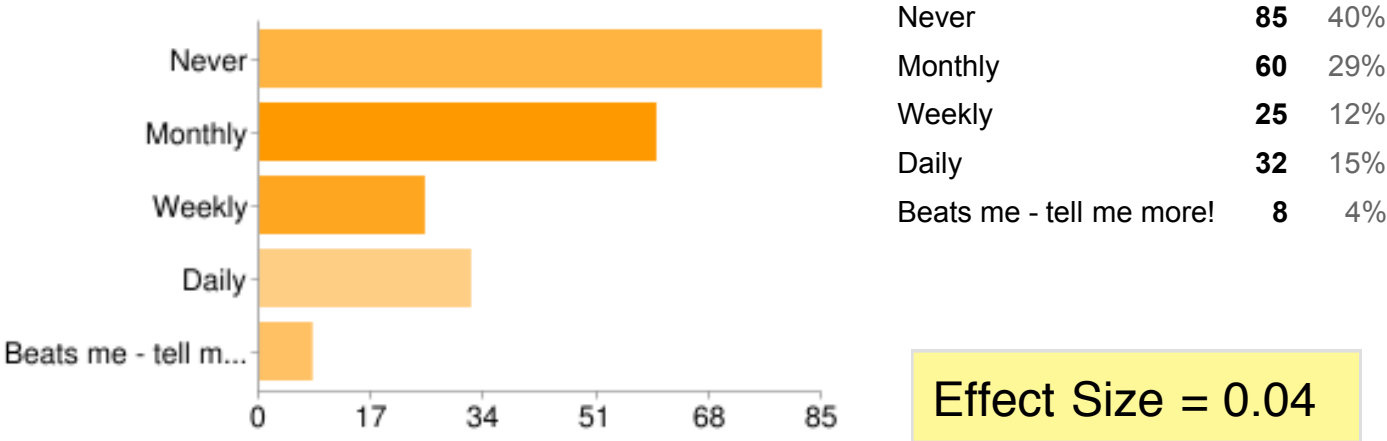


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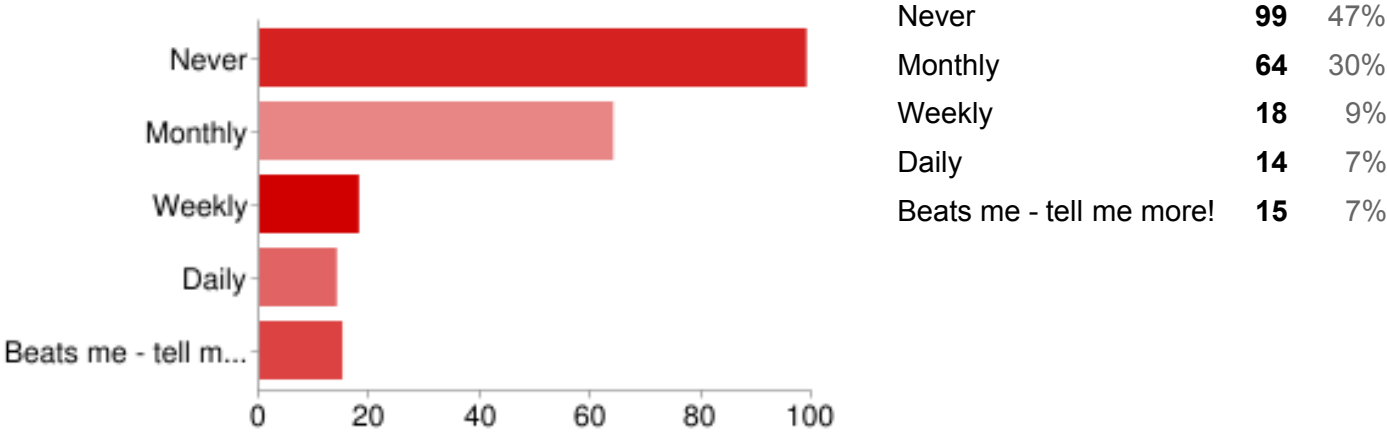
Please indicate how often you use the following differentiation strategies in your classroom. - Tiered activities and projects



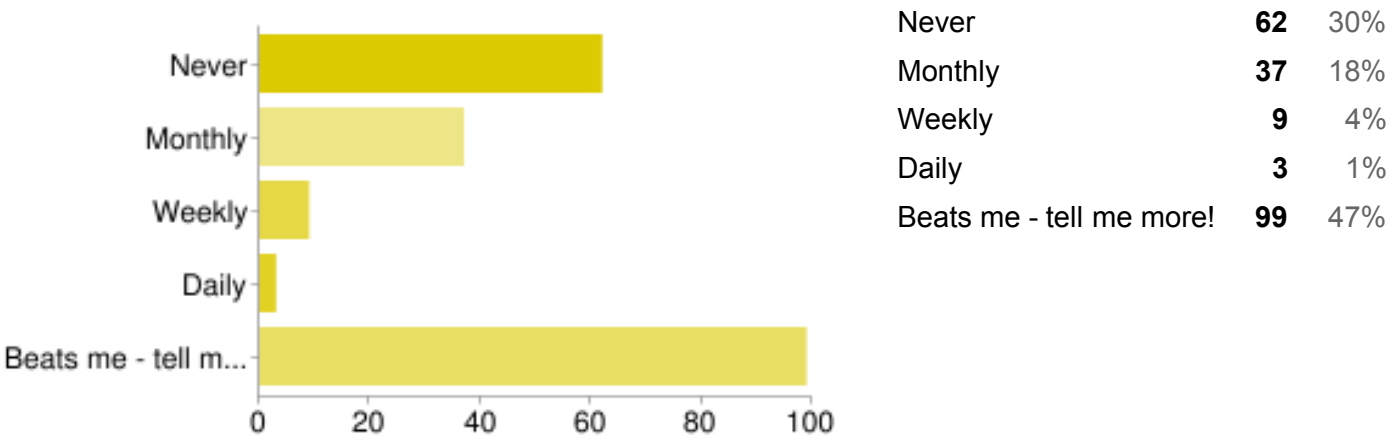
Please indicate how often you use the following differentiation strategies in your classroom. - Independent studies



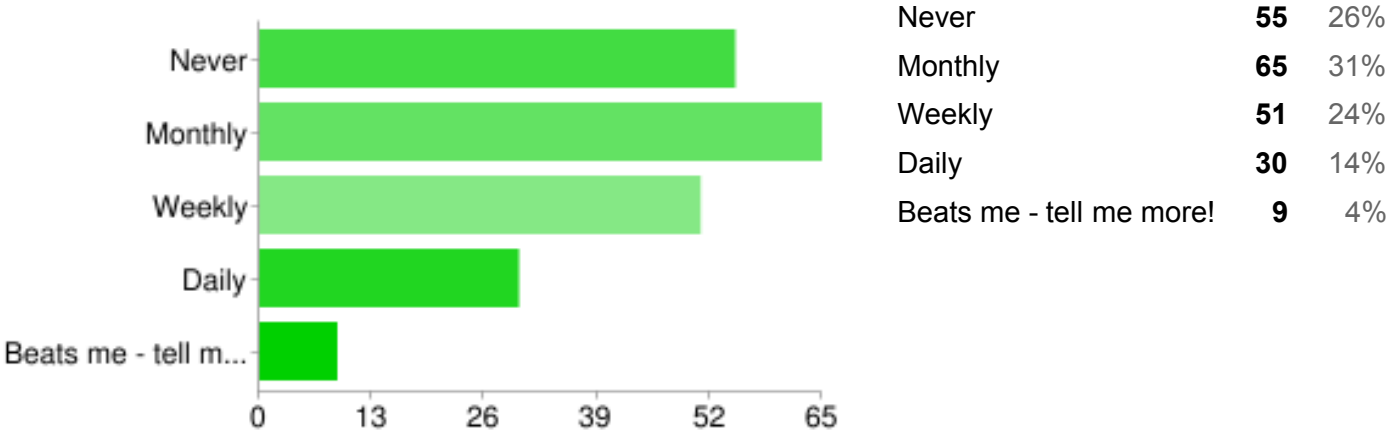
Please indicate how often you use the following differentiation strategies in your classroom. - Learning contracts



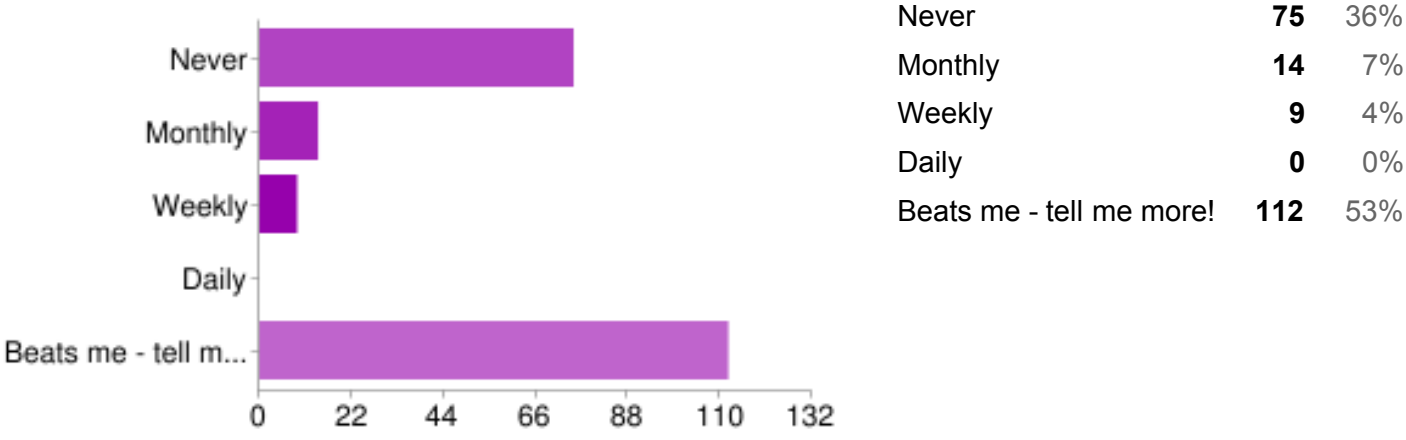
Please indicate how often you use the following differentiation strategies in your classroom. - Compacting



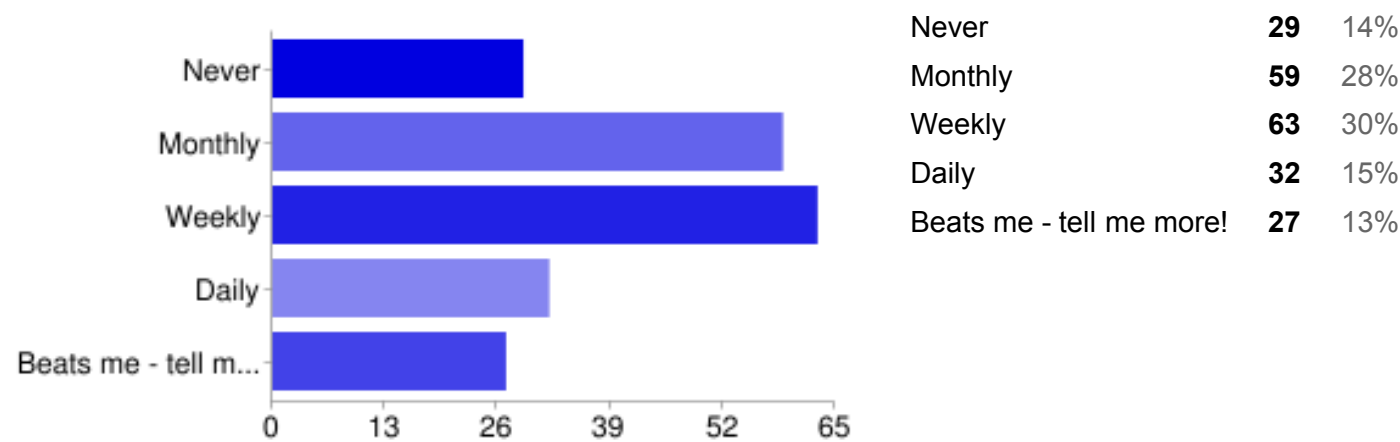
Please indicate how often you use the following differentiation strategies in your classroom. - Stations



Please indicate how often you use the following differentiation strategies in your classroom. - Think-Tac-Toe



Please indicate how often you use the following differentiation strategies in your classroom. - Problem-based learning



Which of these strategies would you like to know more about?

cThink tac toe and problem-based learning Think tac-toe and compacting Compacting and Think-Tac-Toe Think-Tac-Toe, Compacting Stations Think-Tac-Toe and Compacting sound very interesting and fun. Think Tac Toe None jigsaw, compacting, think-tac-toe Think-Tac-Toe and Compacting Jigsaw and Think-Tac Toe Think-Pair-Share Think-Tac-Toe Jigsaw Think-Tac-Toe and others that apply and have been successful for students with disabilities. Think-Tac-Toe Jigsaw, compacting Think-Tac-Toe, compacting, and problem based learning. Jigsaw, Tiered activities and projects, Think-Tac-Toe Think Tack-toe I would like to learn ...

What additional supports do you need to be successful at implementing differentiated instruction in your classroom?

Help with management ideas - What do the rest of the kids do while I'm with a group? Technology always helps (which we have a lot of and are in the process of accumulating more) and space (but there's never enough). I would like to be able to view a class that primarily uses differentiated instruction throughout the entire day. I think I'm able to differentiate instruction in reading and math but science and social studies is harder for me to differentiate instruction. further instruction about how to organize all of the different materials The expectation is to be unoform across the board, lea ...

Are there reasons you use some strategies more often? Are there reasons you don't use some of them?

Planning time is limited. If I have to plan 3 or 4 lessons for each skill, that significantly increases the time I need to plan for math, reading, writing, spelling, science and social studies. Also, class management is much more difficult with everyone doing different things. It depends on the makeup of the students/classroom, each year seems to vary. I think like most teachers, it's easier to use strategies that you know really well and are good at implementing than other strategies that you don't know as well and isn't as good at implementing. But, I'm totally open to learning new stra ...

Number of daily responses

